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ABSTRACT

Suggestions offered in the fifth module of a continuing education program for inservice school media specialists are designed to aid in identifying sexism and sex-role stereotyping in instructional materials, and help trainees foster educational equity in their own institutions. The first part is concerned with the promotion of such equity through building a sex-fair collection, revising discriminatory subject headings and references in the card catalog, encouraging the use of collective biographies, and preparing displays which appeal equally to both sexes. Interaction with students is also discussed, in the context of ways in which librarians can guide the students' reading choices, inform them about women authors, help them understand the usage of the generic term "man," and direct them in their research activities. Librarians' interactions with teachers are discussed with regard to developing a professional reference collection of works on sexism in education, promoting the use of sex-fair materials, advancing the use of non-sexist language, and designing workshops for inservice education. Bibliographies list aids to selecting materials to counterbalance and supplement the curriculum, resources for a professional collection, and selected curriculum materials. An action rating sheet and a workshop evaluation form are included in the accompanying activity book. (FM)

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Promoting Educational Equity Through School Libraries

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MODULE 5:

EDUCATIONAL EQUITY IN THE LIBRARY

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Introduction

Identifying sexism and sex-role stereotyping in educational institutions and materials is easier than finding sex-fair materials or changing educational practices. However, if you are to promote educational equity as well as be aware of the issues, you must begin to identify fair materials, change your own practices, and encourage others to change theirs.

This module will help you to answer three questions:

(1) How can you promote educational equity through your work as a school media specialist "behind the scenes?"

(2) How can you promote educational equity through your interactions with students?

(3) How can you promote educational equity through your interactions with faculty and staff?

Each section contains several suggestions which you can implement in your school. First, a problem (which by now you are probably aware of) is described. Then several potential solutions are described. These solutions are guidelines for ways in which you can promote educational equity both by what you do and how you work with others.

PART ONE: How can you promote educational equity through your work "behind" the scenes?

Much of the professional work of librarians is accomplished "behind the scenes": selecting and evaluating; cataloging and classifying; planning programs; and budgeting. Educational equity can be promoted through these functions. For instance, resources must be allocated for building a sex-fair reference collection, purchasing professional materials for teachers, and counterbalancing the collection. Programs must be planned which ensure that both teachers and students are aware of the important issues related to educational equity.

In this section you will find several suggestions for building collections; cataloging materials; and planning displays.

Building a Sex-fair Collection

WHAT IS THE PROBLEM?

That there are many unfair and inadequate textbooks and library materials in the schools is obvious. No librarian can expect to eliminate all these materials; rather, the materials must be counterbalanced and supplemented by others which meet the criteria described in Module 3. Specific sources to counterbalance and supplement the reference collection were described in Module 4. There are also many other adequate trade books already in print--and more being published each year. Librarians need efficient ways to identify these sources so that they can be added to the collection.

Unfortunately, many reviewers are either insensitive to the sexism and sex-role stereotyping in the books they evaluate or are unaware of the need to inform potential purchasers of problems. And, no librarian can expect to be able to evaluate personally every book and audio-visual material being considered for purchase.

WHAT CAN YOU DO?

(1) Subscribe to and purchase reviewing media and selective lists which evaluate materials from a feminist perspective and recommend materials which help promote educational equity for all people. (A list of suggested sources is found in the Appendix, pages 18 to 19.) These sources will provide you with information which may be omitted from "orthodox" selection aids.

(2) Learn to identify and work with the "small presses." Many of these presses cannot afford to send review copies to the major media--or to Books in Print and other sources of national bibliography. And, these small presses do not use jobbers or wholesale distributors. Although the products of "small presses" vary in quality of content and format, the books and A-V materials which they produce may be essential to counterbalance and supplement the curriculum. A complete list of small presses publishing equity materials is found in Harrison's Woman's Movement Media.

(3) Participate in textbook selection committees or examine textbooks used in the schools. Object to unfair materials. If materials with omissions, sexism, and sex-role stereotypes are chosen, plan purchases of library materials to counterbalance the unfairness of the textbooks.

(4) Identify areas of greatest need (for instance, fantasy stories about personified animals; careers in science and technology; alternative roles for women) and plan purchases to make your collection more fair and more likely to promote educational equity.

Subject Headings

WHAT IS THE PROBLEM?

One of the more vocal critics of traditional practices in cataloging and classifying materials is Sanford Berman. He has suggested that many Sears and Library of Congress subject headings are inadequate and unfair. A study of the 10th edition of Sears List of Subject Headings (Wilson, 1971) provides evidence which supports his judgment. And, since it is this edition of Sears which has been used to catalog most materials purchased by librarians in the past five years, its inadequacies are reflected in school library card catalogs. For instance, there are no subject headings for sexism, sexism in education, sex differences, sex roles, rape, women's studies, men's liberation, and feminism. Students who look up the latter will find a cross reference to WOMEN--SOCIAL AND MORAL QUESTIONS; students who looked up the first seven terms would, if books were assigned Sears subject headings, find nothing.

Some other practices permitted in the ninth and tenth editions of Sears are also surprising--and possibly sexist. DISEASE is a subdivision of WOMAN, CHILDREN, PARTS OF THE BODY, and ANIMALS, but not MAN. There are headings for LAWYERS and WOMEN AS LAWYERS, AUTHORS and WOMEN AS AUTHORS, SCIENTISTS and WOMEN AS SCIENTISTS. According to Berman: "'As' constructions...clearly imply that the persons or group denoted as doing a specific job or thing maybe shouldn't be doing it. Or only do it on an exceptional basis. That's surely the implication of JEWS AS SCIENTISTS or WOMEN AS LIBRARIANS....In other words, these forms make a judgment about the group or persons in question. And almost invariably, that judgment is negative."[1] Oddly enough there are no comparable "as" headings for men: MEN AS NURSES, for instance, or MEN AS SECRETARIES.

Sanford Berman believes, correctly, that a catalog, like any other medium of communication, is an instructional tool. Like a textbook, it both communicates information directly (location, bibliographic data, etc.) and indirectly. The latent content of the catalog is the attitudes communicated through subject headings. If there are no headings for certain subjects, then the subject must not be very important. If women are designated separately but not equally, then women must be separate and unequal.

Fortunately, the newest edition of Sears (the eleventh published in 1977) includes revisions which permit much more equitable treatment of women and men. Among the changes are these new headings:

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[1]Sanford Berman in Library Journal (September 1974), pp. 2033-35.

FEMINISM	MEN'S SOCIAL CONDITIONS
MEN'S LIBERATION MOVEMENT	MEN'S SOCIETIES
MEN'S BIOGRAPHY	ROLE CONFLICT
MEN'S CIVIL RIGHTS	SINGLE MAN
MEN'S DISEASES	SEX ROLE
MEN'S EMPLOYMENT	SEXISM
MEN'S PSYCHOLOGY	WOMEN (instead of WOMAN) and many subdivisions of the subject WOMEN

In general these changes provide for far more equitable treatment of the sexes in the card catalog and for proper subject classification of materials on topics related to educational equity. New practices also promote equity:

(1) Discriminatory "as" constructions (e.g., WOMEN AS LAWYERS) have been dropped in favor of more fair constructions (e.g., WOMAN LAWYERS).

(2) Sexism has been reduced in "see" and "see also" references.

(3) Terminology has been modified so that headings are less sexist (WOMEN-SOCIETIES replaces WOMEN-CLUBS).

Other practices have not been modified: much occupational terminology is masculine-sounding (e.g., policeman) and "MAN" as a generic term continues. The newest Sears clearly informs the cataloger, however, that "MAN" and its subdivisions and headings are used in Sears as generic headings, while "MEN" and its subdivided headings are to be used only when males are the intended referent.

WHAT CAN YOU DO?

(1) Use new Sears subject headings when you catalog locally and add new and revised subject headings to materials cataloged in publication and to commercial cards. You may also wish to add the following to the Sears listings:

RAPE	TITLE IX
SEX-ROLE STEREOTYPES	WOMEN'S STUDIES
SEXISM IN EDUCATION	

If you prefer not to add headings, make certain there are clear and adequate "See" references from each of these headings.

(2) Stop using discriminatory "as" headings for both women and minorities. Convert all "as" headings to the new form (e.g., WOMAN PHYSICIANS) allowed by Sears. Or, break a few rules and use MEN, WOMEN, and various minority groups as subdivision of the topic. Thus, NURSES AND NURSING-MEN would be a heading for

a book which treats the particular problems of men in the nursing profession. (This is probably a more fair solution than the Sears solution.)

(3) Eliminate sex-role stereotyping and sexism in "see" and "see also" references. For instance, Sears 10th told you to make the following "see also" references from the heading WOMAN-EMPLOYMENT: DRESS-MAKING, NURSES AND NURSING, etc. If a student looks up "Feminism," a rather unfair "see" reference is found: "See WOMAN-SOCIAL AND MORAL PROBLEMS." Feminism is a reform movement which represents much more than a "social problem" or a "moral problem." This "see" reference must be eliminated.

(4) Change headings for occupational titles (e.g., substitute FIRE-FIGHTER for FIREMAN, etc.). A useful guide is the United States Department of Labor's Handbook of Occupational Titles (SUDOCS, Washington, D. C. 20204.)

(5) Re-examine subject headings which use "man" as a generic term:

MAN
MAN-INFLUENCE OF ENVIRONMENT
MAN-ORIGIN AND ANTIQUITY
MAN, PREHISTORIC
MAN, (THEOLOGY)
MANNED SPACE FLIGHT

It may not be possible to change these headings, but you should be prepared to explain to students that women are included. When possible, avoid assigning subject headings in which masculine sounding terms are used to refer to males and females. You should also add notes which explain the generic use of "MAN" in the card catalog and the presence of any other unfair or potentially confusing headings.

Collective Biographies

WHAT IS THE PROBLEM?

Many collective biography books written for children and young people contain information about famous and not-so-famous women. Mary Ellen Kulkin (Her Way, ALA, 1976) indexes entries for about 700 women found in 300 collective biographies. Access to these books in a card catalog is through the author and title listings or through general subject cards. However, there may be no subject card at all if the women are famous for very disparate achievements or if the women are "buried" in a book which includes mostly men. Thus, sources of information about the lives of women who have contributed to our society may be completely lost to students.

WHAT CAN YOU DO?

(1) Make analytical entries for all collective biographies purchased by your library. The easiest way is through a "see" reference to the main entry card. Thus, a student looking up Sojourner Truth would find:

Truth, Sojourner
see
A Mirror for Greatness: Six Americans

You may prefer to make analytical entries in the "traditional" way as an added entry card.

(2) Actively promote the use of the collective biographies in your school's collection. One way is to ask teachers to assign biographical research topics which require the use of collective works.

Preparing Displays

WHAT IS THE PROBLEM?

In most schools women are included in displays and bulletin boards--but usually as a separate species from men or in smaller numbers than males. For instance, librarians will promote biographies of women through a separate (but not necessarily equal) bulletin board. Or, librarians might promote new books through book jackets which, like other illustrations, include a disproportionate number of men and boys.

WHAT CAN YOU DO?

(1) Make sure to include approximately equal numbers of both sexes in bulletin boards.

(2) Develop sex-fair bulletin board topics which have appeal for both sexes and show children of both sexes participating in events and activities.

(3) If book jackets suggest an unfair male orientation, choose another way for promoting individual books.

(4) Occasionally plan a bulletin board which educates students about women or about sources which treat women and their activities fairly. This will help counterbalance the curriculum. But avoid the idea that women are a subspecies whose accomplishments are "pretty good for a woman."

PART TWO: How can you promote educational equity through your contacts with students?

Promoting educational equity with students begins when collection-building and organization reflect sex-fair ideas. Other specific actions should also be taken related to interacting with students, guiding reading, teaching about authors and language, and guiding research.

The most effective strategy will be one which reflects the need to be sex-fair in every procedure and interaction. Dozens of spontaneous "mini-lessons" which fit easily into the topic at hand will be more effective than two hours of prepared lectures on "women's studies" or "sexism." The suggestions which follow can be applied to many situations, most age groups, and the majority of school settings.

Interacting with Students

WHAT IS THE PROBLEM?

An analysis of educational practices in the schools reveals that many of them tend to encourage either the development of differences between the sexes or the assumption that many such differences exist. We tend to group children according to sex ("Boys on this side, girls on that side"), encourage competition between the sexes, arrange rooms in ways that segregate "girl activities" from "boy activities," and encourage different behaviors in boys and girls. We reward little girls for docility, comfort their "feminine" displays of emotion, and compliment their appearance. We pay attention to boys who misbehave, disapprove when they show emotions, and compliment their active play and problem solving.

WHAT CAN YOU DO?

(1) If you group students, divide them according to whether their birthdays come on odd or even days; whether they live on east-west or north-south streets; whether their shoes have laces; whether they prefer chocolate or vanilla ice cream. Devising alternate systems for grouping requires creativity and adaptability. But, when children are grouped according to characteristics other than sex, competition between the sexes will be discouraged.

(2) Try not to encourage children to think that it is "feminine" to talk things over and "masculine" to fight things out. Help children to understand (through reading and discussion) that love and aggression are human emotions which everyone, regardless of sex, must deal with. This means you should not encourage girls to act "like girls" when you want docility or comment that the boys are behaving "like boys" when they exhibit aggression. When you discipline children, it should not be necessary to identify their sex or compare them

unfavorably to the opposite sex. (e.g., "Don't cry, Steve. You're acting just like a girl.")

(3) Comment on and reward achievement of both sexes: problem solving, task completion, etc. Encourage both boys and girls to express and understand their emotions.

(4) Ask both boys and girls to set up and operate audio-visual equipment; straighten the library and dust shelves; perform clerical tasks; and rearrange furniture. In other words; don't assign library tasks on the basis of roles stereotypically played by males or females.

Guiding Reading Choices

WHAT IS THE PROBLEM?

Young people "sex-stereotype" their reading, choosing books by authors of a particular sex (see page 9) or about characters of a particular sex--and so do their teachers and librarians. Young people also enjoy many books which seem sexist or stereotyped to people who evaluate from the perspective of feminism and educational equity. Diane Gersoni-Stavn, in her article entitled "The Skirts in Fiction About Boys: A Maxi Mess", concluded that: "The girl-friend and mothers are almost always unrealized or unpleasant characters--one-dimensional, idealized, insipid, bitchy, or castrating."[1] Aileen Nilsen found that the boys in fiction for girls fare no better: "They are unsupported characters whose motivations are never shown. They lack substance and individuality. And except for an occasional villain who gets a girl pregnant and then disappears from the story, all the boyfriends in all the romances...run together as boys that are too good to be true."[2]

The idea believed by many educators is that boys prefer to read about boys while girls will read about anyone. Actually, "boys" stories which present one-dimensional images of girls are not usually read by girls just as romances and other stories for girls are not usually read by boys. Both boys and girls seem to reject one-sided representations of their own sex. They do not seem to object as much to the one-sided and unfair representations of the opposite sex found in stories written for them.

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[1]Diane Gersoni-Stavn. "The Skirts in Fiction About Boys: A Maxi Mess." School Library Journal (January 1971), pp. 66-70.

[2]Aileen Pace Nilsen. "The Jocks in Girls' Fiction: Characters Without Support." (In Press.)

WHAT CAN YOU DO?

(1) Identify interesting or exciting books about well-developed characters and recommend the books to both boys and girls. It is more difficult to find books about exciting, active girls and women so this is where most of your attention should be directed.

(2) Encourage students to analyze the roles played by both major and minor characters in the books they read. Help them analyze sexism in language and content by: counting the numbers of boys and girls in the stories; examining illustrations; listing occupational roles; listing emotions expressed, etc. Even small children can begin to see unfairness and inadequacy.

(3) Help children select books which, over time, give balance to their reading experiences. We do this all the time when we encourage young people to explore a variety of topics, times, and places. We must also encourage them to explore, through reading, a variety of roles and expectations for males and females.

Teaching About Authors

WHAT IS THE PROBLEM?

Both children and adults seem to have the impression that the majority of authors are male. In one study, 75% of the children identified "author" as a profession belonging to males. In actuality, authors of books for young people are equally divided between males and females. One practice in the publishing world encourages the misconception: women writers are often identified by either masculine sounding pen names or by their initials.

Women writers cannot be blamed for this. Several studies have shown that when identical manuscripts are given to groups of teachers, those identified (through masculine pen names) as written by men are consistently ranked higher than those identified (through feminine pen names) as written by women. This prejudice in favor of male writing has made women who are anxious to get a good reading from an editor adopt a masculine pen name or go by their masculine sounding initials. Sometimes the publishers themselves have suggested the masculine sounding name. For example, S. E. (Susan Elizabeth) Hinton, who as a high school senior made literary history by writing the successful teenage novel The Outsiders, was told by her publisher to "pose" as a male author by using her initials. Since her book was about exciting conflicts, young readers would be more apt to select the book and have faith in its authenticity if they thought a male wrote it. The same thing happened to R. A. Knudson (Roxanne) when she took a collection of sports poems into a publisher.

WHAT CAN YOU DO?

(1) Talk about authors as real people and show students that both women and men write books about a wide variety of subjects. To continue to give the impression that women do not think about sports, conflicts, or adventure is in direct opposition to the facts. It is another case where a certain language usage (such as masculine sounding pen names) permits a false perception of the world.

(2) Make sure that students realize that the following writers are women. This will help young readers to understand that the contents of their books are a perfectly normal part of the female psyche.

D. M. Ahnstrom	E. L. Konigsburg
E. M. Almedingen	M. K. Knudson
M. F. Brinsmead	A. M. Lightner
Nicholas Charles	Julian May
John Clarke	E. Nesbit
Paige Dixon	Ellsworth Newcombe
J. A. Evans	Andre Norton
C. H. Frick	K. M. Peyton
Wilson Gage	Henry Handel Richardson
S. E. Hinton	R. H. Shimer
M. E. Kerr	P. L. Travers

(3) Order Something About the Author (a multi-volume biographical work being published by Gale Research Corporation), so that students can find out for themselves more about the men and women who write their books. Also, read about young people's authors in Contemporary Authors. When students discover that the real identity of Paige Dixon, "son of a New England doctor" is Barbara Corcoran, they may learn something about the unfair assumptions and sexist practices of our society. (Something About the Author is useful with young people through the upper elementary and junior high grades. Easy to read.)

The Generic Use of Man

WHAT IS THE PROBLEM?

As you remember from Module 2, the generic use of the term man can be ambiguous. Since man is used to mean both males (exclusive of females) and humans (males and females, exclusive of animals), there is potential for confusion. Although guidelines (e.g., NCTE) suggest alternatives, even if the term were dropped from the language today, there would still be thousands of places in literature where man is used as a generic term.

This means that students need help in learning the double usage and in understanding the potential ambiguity. A survey in language arts texts reveals no treatment of the subject. And, elementary teachers rarely discuss the generic use of masculine sounding terms.

WHAT CAN YOU DO?

(1) When students read (or are read) books about such subjects as cavemen, manned flight in space, man's best friend, man and nature, manmade products, and the future of man, take the opportunity to discuss the generic meaning as opposed to the specifically male meaning of man. Children need to be aware of the ambiguity so that as they grow older they will be sympathetic to language guidelines which suggest alternatives.

(2) When students read quotations which use the word man, help them explore the meaning of the term. For instance, "ALL men are created equal": does this refer to all men, all people, all landowners, all enfranchised voters, all whites, all what? Or "Peace on Earth, goodwill to men": What did this phrase mean in context? What does it mean now? We assume that the use of men in both cases was generic, but in the first instance it meant males, specifically white males. This is one of the insights that children and adults should be exposed to as they look at the language and its relationship to culture.

(3) Try to modify your own spoken and written language. Use the new non-sex stereotyped occupational terminology and, when you can, follow the new guidelines for usage.

(4) If you prepare bulletin boards and displays on subjects such as "manned space flight" or "cavemen", use alternative terms when possible. Make certain you illustrate these terms with both males and females. Don't make the same mistake which illustrators have made in the past. Help children to understand that women are not excluded.

Guiding Student Research

WHAT IS THE PROBLEM?

Young people choose research topics which have been suggested to them by textbooks, instructors, or independent learning activities. Often they choose famous people or famous events. The problem is that children and young adults are most likely to have heard about men and their achievements and as a consequence, to choose to learn more about these same men and achievements. Often the names of important women are unknown to students (and their teachers) and are excluded from textbooks and curriculum materials.

Traditional curriculum materials give little emphasis to some areas in which women have made substantial contributions (reform movements, for instance, or arts and letters). This perpetuates a cycle during which children and young people learn a male-oriented and male-dominated view of history. Actually, what they learn about are male "super-heroes," since the men are as one-dimensional as the women are invisible.

WHAT CAN YOU DO?

(1) When students discuss research topics with you, encourage them to investigate:

- how did women in general participate?
- what specific women made contributions?
- what problems were solved and decisions made by men and women working together?
- what expectations were there for male and female behaviors?
- what choices were available for males and females?
- how did the experiences of minority group males and females differ from the experiences of the majority group?

(2) Use classified lists in Her Way and the McGraw Hill Encyclopedia of World Biography to identify women active in various periods and professions. Encourage students to include information about these women in their reports.

(3) Guide students to use the supplementary reference resources suggested in Module 4. For instance, if a student is preparing a report on unemployment, make sure statistics about women as well as men are included.

(4) Ask questions of students which challenge them to observe and comment on the roles, contributions, and aspirations of both males and females in all times and places. "Women's studies" need not be a separate endeavor; rather a balanced and fair study of both sexes should be a part of all aspects of the curriculum.

PART THREE: How can you promote educational equity through your interactions with teachers?

One function to which many librarians do not give much emphasis is the function which the American Association of School Librarians and the Association for Educational Communications and Technology call consulting (Media

Programs; District and School, 1975). Consulting means serving on curriculum planning and textbook selection committees, planning in-service workshops, disseminating information, and engaging in other activities which permit the faculty to benefit from the media specialist's expertise and training.

When the media specialist has been trained to promote educational equity, there are special responsibilities: building a professional collection, promoting the use of non-sexist language, promoting the use of sex-fair materials, and planning in-service workshops which encourage educational equity. Suggestions for carrying out each of these responsibilities follow.

Building a Professional Collection

WHAT IS THE PROBLEM?

Most educators have had neither the time nor the opportunity to read the important articles about sexism in education which have been published in many journals. They may also be unaware of the specific problems, methods, and resources related to promoting educational equity in their subject fields.

WHAT CAN YOU DO?

(1) Build a collection of readings about sexism in education. (A bibliography is found in the appendix on pages 20 and 21.)

(2) Call the collection "Teacher Reference" or "Professional Books"--anything to avoid inflammatory words such as sexism which might alienate people.

(3) Since teachers do not have enough time for a great amount of professional reading, begin a program of Selective Dissemination of Information. SDI means that you select information most relevant to the needs of a particular teacher or teacher group and disseminate the information directly to the individual or group. For instance, if a textbook selection committee is choosing a mathematics text, you might send them an article on sexism in math books.

(4) Include in the professional collection samples of sex-fair and anti-sexist curriculum materials which teachers can use with their students or adapt for particular settings. Sample curriculum materials are listed in the appendix on pages 22 and 23.

Promoting the Use of Sex-Fair Materials

WHAT IS THE PROBLEM?

Many teachers are unaware of problems in the materials they use with students. When they are aware of problems, they may not know what alternatives are available for use in the classroom or school library. As they begin to read from the professional materials collection, they will become more aware. But it is still the librarian's responsibility to inform them of materials available to supplement and counterbalance the curriculum.

WHAT CAN YOU DO?

(1) A professional collection which informs teachers of the problems in school materials and practices should encourage teachers to use sex-fair materials. Workshops (pages 15 to 16) will also encourage use of materials which promote educational equity.

(2) A "current contents" list of library materials can be distributed to faculty. For instance, social studies teachers should be informed about new works in history and biography which reflect the variety of women's roles and contributions. Reading teachers should know about beginning-to-read books which depict active, involved girls and "well-rounded" boys.

Promoting the Use of Non-Sexist Language

WHAT IS THE PROBLEM?

Most educators are aware that a variety of guidelines for non-sexist language have been published. But since language arts books continue to teach obsolete rules, so do most teachers. Often teachers and administrators are uncertain as to how to teach and use non-sexist language. Consequently students continue to learn to use masculine sounding nouns and pronouns as generic terms and teachers continue to write course materials and letters representing the school in language which is sexist.

WHAT CAN YOU DO?

(1) Provide a professional collection of guidelines for non-sexist language. Suggested resources are found in Module 4, pages 24 to 27. People will be more inclined to accept new language uses when they learn that many organizations have made recommendations.

(2) Include the newer language books listed on pages 24 to 27, Module 4. Teachers and administrators will be able to determine if they are

teaching or using obsolete/sexist language. They will also be able to devise ways to teach students about language and how it affects perceptions and attitudes.

Designing Workshops for In-Service Education

WHAT IS THE PROBLEM?

If you are going to be an effective agent of educational equity, you will need to have a sincere respect for the knowledge, experience, and views of the other professionals with whom you work. Attitudes cannot be changed through force: behavior changes forced on people will not be lasting.

The feminist movement is an explosive issue. The word feminist is so emotionally laden that many women hesitate to identify themselves as feminists even though they are working actively to bring about educational equity or fair employment practices. The words women's lib and libber also cause emotional responses from listeners. The issues have been in the media long enough for most people to have chosen sides. When people are afraid the side they have chosen will be attacked or ridiculed, they become defensive. And the more they become afraid, the more defensive they will be.

Actually there is a diversity of opinion among women actively involved in promoting equal rights and opportunities and among the men who work with them. People need to realize that there is room for--and a need for--this diversity. There is no more reason to expect consensus of opinion among women than there is to expect men to agree on an equally controversial topic. Many and varied proposals for change make it more likely that workable solutions will be found.

WHAT CAN YOU DO?

(1) Planning in-service workshops may be one way to promote equity. If you do plan workshops avoid (in title, promotional literature, presentations, and materials) inflammatory words: sexism, women's liberation, feminism. Use the terms "educational equity" and "fairness in educational materials." The issues are not women's issues but human issues which affect all people.

(2) Prepare a letter offering your services as a workshop leader. Send the letter to district and school administrators or to professional and parent groups. When possible get others to handle the planning details so that you can concentrate your efforts on program content.

(3) Enlist participation of other professionals in planning and presentation. Even if no one else shows up, those asked to help will form an audience.

(4) Consider district level or inter-school workshops. This allows for greater participation and greater organizational expertise.

(5) Define program goals carefully and consider the needs of your faculty. Workshops may be fifteen minutes (to introduce some new reference materials), an hour (to teach how to analyze illustrations for sexism), a day, or several days depending on needs and institutional commitment. Some of the suggestions in the previous pages can be adapted to be good workshop topics. For instance, using guidelines for non-sexist language, or teaching about authors, and sex-fair research topics.

(6) Try to get formal institutional support through whatever means your district or state provides: in-service credit, after-hours compensation, substitute teachers provided by the consultant cadre, designation of the workshop as a staff development activity, etc.

(7) PLAN, including publicity, pre-registration, and activities. A good resource is A Handbook for Workshops on Sex Equality in Education (Information, Activities, Resources for Educators, Students, the Community), Sex Equality in Guidance Opportunities Project, 1976.

(8) During workshops (even in the planning stages) or informal conversations about workshops welcome a diversity of opinion. Allow participants to express their viewpoints. This will prevent such "underground" tactics as mumbling to neighbors, gossiping, and criticizing the program in an attempt to secretly round up support for alternate views.

Just as no one person can be held responsible for bringing about sexism, so no one person can be held responsible for correcting the situation. Solving problems of sexism in educational institutions and materials will be a group effort in which everyone works together to discover why and where sexism exists and how to reverse its damage. Certainly these five modules are not the last word on the matter. Rather, they represent suggestions of how to begin. As more and more groups work together, many solutions will be discovered and tried out. There is no one solution to the problems of sexism: there are many, in which everyone's participation will be needed.

APPENDIX

1. Aids to Selecting Materials to Counterbalance and Supplement the Curriculum.
2. Resources for a Professional Collection.
3. Selected Curriculum Materials.

Aids to Selecting Materials to Counterbalance and Supplement the Curriculum

General:

Harrison, Cynthia Ellen. Women's Movement Media: A Source Guide. New York: R. R. Bowker, 1975. $13.95. (Publishers, distributors, local and national organizations, journals, etc.)

Catalogs:

Feminist Book Mart. 1977 Catalog of Women's Books and Non-Sexist Children's Books. New York. Feminist Book Mart, 1976. (47-17 150th Street, Flushing, New York 11355. Free.)

KNOW, Inc. Catalog of Feminist Articles and Reprints. Pittsburgh, PA: Know, Inc., 1976. (P. O. Box 86031, Pittsburgh, PA 15221. Free. Send stamps.)

Racism and Sexism Resource Center for Educators. Catalog. New York: Council on Interracial Books, 1976. (CIBC Resource Center, Room 300, 1841 Broadway, New York, NY 10023. Free.)

U. S. Department of Labor, Women's Bureau. Publications List. Washington, D. C.: Women's Bureau, 1975. (Washington D. C. 20210. Free. Lists many free items.)

Bibliographies:

American Revolution Bicentennial Administration. Bibliography-Women's History Resources. Washington, D. C.: American Revolution Bicentennial Administration, 1975. (2401 "E" Street, N.W., Washington, D. C. 20276. Free.)

Artel, Linda and Susan Wengraf. Positive Images: A Guide to Non-Sexist Films for Young People. San Francisco: Booklegger Press, 1976. (Booklegger Press, 555 29th Street, San Francisco, CA 94131. $5.50. Films, filmstrips, slides, video, and photographs. Excellent annotations. Elementary through high school.)

Books with Options; an annotated bibliography of non-stereotyping books for children and young people. Revised edition. Compiled and edited by Penny Bertrand, et al. Boulder, CO: Books with Options, 1976. (1783 Essex Place, Boulder, CO 80301.)

Concilio Mujeres. Bibliography on la Mujere. San Francisco: Concilio Mujeres, 1974. (Concilio Mujeres, 2588 Mission Street, Room 201, San Francisco, CA 94110. $2.00. Articles, papers, films, photos, etc. on Chicano and other Spanish speaking women.)

Feminists on Children's Media. Little Miss Muffet Fights Back. (Rev. ed.) New York: Feminists Book Mart, 1974. (162011 Ninth Avenue, Whitestone, NY 11357. Recommended non-sexist books about girls for young readers.)

Massachusetts Institute of Technology. Men's Studies Bibliography. Cambridge: Massachusetts Institute of Technology, 1975. (Humanities Library, Room 14S-234, Cambridge, MA 02139. $1.50.)

Massachusetts Institute of Technology. Women's Studies Bibliography. Cambridge: Massachusetts Institute of Technology, 1975. ($1.50.)

Rosenfelt, Deborah Silverton. Strong Women: An Annotated Bibliography for the High School Classroom. Old Westbury, NY: Feminist Press, 1976. ($1.95.)

Current:

The Liberty Cap: A Bimonthly Journal of Recently Published, Non-Stereotyped Children's Books and Resources. Palo Alto, CA: Enid Davis (1050 Newell Road, Palo Alto, CA 94303. $8.00/yr.)

Women and Film. Berkeley: Women and Film. (P. O. Box 4501, Berkeley, CA 94704. Three Issues $4.00/yr.)

The Women's Guide to Books, 1974- . Ruth Gordon Randall. New York: MS Information Corporation. (3 issues $2.00/yr.) A selected, descriptive list of books related to the women's movement.

Resources for a Professional Collection

Abt Publications. Sex Fairness in Career Guidance: A Learning Kit. 1975. (Order from Abt Publications, 55 Wheeler Street, Cambridge, MA 02138. $15.00 plus $1.50 shipping and handling. Introduction to sex-fair guidance, including roles for both sexes. Multi-media resource list. For teachers, administrators, counselors.)

Farmer, Helen S. and Thomas Backer. Women at Work: A Three-Part Counseling Series (Includes A Counselor's Sourcebook, Things are Looking Up and Selected Annotated Bibliography of Women at Work.) New York: Human Sciences Press, 1976. (72 Fifth Avenue, New York, NY 10011). Includes fact sheets, information sourcelists, recent research.)

Gersoni-Stavn, D. (Ed.). Sexism and Youth. New York: R. R. Bowker Co., 1974. ($9.95. Basic writings on sexism in educational institutions and materials.)

Maccia, Elizabeth Steiner with Martha Ann Coleman, Myrna Estep, Trudy Miller Schiel. Women and Education. Springfield, IL: Charles C. Thomas, 1975. ($9.95. More landmark articles on curriculum, institution, personnel, and the future.)

Nieto-Gomez, Anna. Estudios Femeniles de la Chicana. Los Angeles: University of California, 1974. (Order from University Extension, Daytime Programs and Special Projects, 10995 Le Conte, Los Angeles, CA 90024. Includes bibliography, course outlines and proposals for history, sociology, literature, higher education, Chicano bibliography.)

Rosenberg, Marie Barovic, and Len V. Bergstrom, comps. and ed. Women and Society: A Critical Review of the Literature with a Selected Annotated Bibliography. Beverly Hills: Sage, 1975. ($17.50. Bibliographic essays introduce major issues of women and history, work, and politics. Entries arranged by subject, including history, sociology, politics, philosophy, religion, literature, and anthropology.)

Stacey, Judith, Susan Bereaud, and Joan Daniels. Sexism in American Education. New York: Dell, a Laurel Original, 1974. ($1.75. Reprints and readings.)

Verheyden-Hilhard, M. E. Handbook for Workshops on Sex Equality in Education. Sex Equality in Guidance Opportunities Project, 1976. (Free. Order from SEGO Project, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009. Background information, resources, activities, workshop outline, resource lists, appendices on Title IX, etc.)

Maccoby, Eleanor Emmons and Carol Nagy Jacklin. The Psychology of Sex Differences. Stanford, CA: Stanford University Press, 1975. ($18.95. Systematically analyzes and interprets reported research findings on sex differences. Annotates 1400 studies published since 1965.)

Women's Studies Abstracts. Brochure for: P. O. Box 1, Rush, NY 14543. ($8.50 a year, published quarterly.)

Selected Curriculum Materials

Ahlum Carol and Jacqueline M. Fralley. High School Feminist Studies. Old Westbury, NY: Feminist Press, 1976. ($5.00.)

Berkeley Women's Studies Program. Curriculum units. K-3 ("Girls and Boys, The Wall Between," "Model Building," and "Carpentry I") 4-6 ("Black Women Poets," "Susan B. Anthony Kit," "Sexism in Readers," "Growing Up Female and Male in America," "Asian Women in America," "To Exclude and Be Excluded," "Carpentry II," "Photography," and "Bicycle Repairs"). Other lessons and activities. Berkeley: Women's Studies Program. (Berkeley, CA 94703. Price list available on request.)

Feminist Action Alliance, Inc. Non-traditional Career Day Program, 1975. A How-to packet. ($5.00. P. O. Box 54717, Civic Center Station, Atlanta, GA 30308.)

Feminists Northwest. Planning for Free Lives: Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses. Seattle: Feminists Northwest, 1975. ($3.00 plus $.50 handling. 5038 Nicklas Place, N.E., Seattle, WA 98105.)

Feminists Northwest. Alice at the Looking Glass-Language Arts Curriculum Materials for Combating Sex Stereotyping. Seattle: Feminists Northwest, 1975. ($3.00 plus $.50 handling.)

Grambs, Jean Dresden (Ed.) Teaching About Women in the Social Studies-Concepts, Methods, and Materials. Arlington, VA: National Council for the Social Studies, 1976. ($5.95. 1515 Wilson Boulevard, Suite 101, Arlington, VA 22209.)

Howard, Suzanne. Liberating our Children Ourselves. Washington, D. C.: Association of American University Women, 1975. ($1.50. Order from AAUW, 2401 Virginia Avenue, N.W., Washington, D. C. 20037. Compilation of course materials from 50 women's studies course nationwide. Guidance for developing courses or units about sexism and sex-role stereotyping.)

Interact. Herstory: A Simulation of Male and Female Roles Emphasizing the American Woman's Circumstances, Past and Present. Lakeside, CA: Interact. ($12.00. P. O. Box 262, Lakeside, CA 92040.)

Johnson, Laurie Olsen (Ed.). Nonsexist Curricular Materials for Elementary Schools. New York: The Feminist Press, 1974. ($5.00. Order from Feminist Press, Box 334, Old Westbury, NY 11568. Packet of materials and bibliographies for the teacher and student.)

Kane, Irene with Tom Copi and Cathy Cade. People at Work. San Francisco: Change for Children. ($10.00 2588 Mission Street, No. 226, San Francisco, CA 94110. Twenty black and white photographs of men and women in nontraditional occupations.)

Kane, Irene. Women at Work. San Francisco: Change for Children, 1976. ($3.50. 2588 Mission Street, Room 226, San Francisco, CA 94110. Fifteen 8 x 10 black and white photographs of women at different ages and ethnic backgrounds working in nontraditional jobs.)

Leib, Prudence. "Sex Roles: Past, Present and Future--A Guide to Simulations, Games and Activities." Washington, D.C.: The Population Institute, 1975. ($.50. Organization Liaison Division, 110 Maryland Avenue, N.E., Washington, D. C. 20002.)

Moberg, V. Consciousness Razors. Old Westbury: Feminist Press, 1972. ($.20. Order from The Feminist Press, Box 334, Old Westbury, New York, NY 11568.)

Resource Center on Sex Roles in Education. Today's Changing Roles: An Approach to Non-sexist Teaching. The National Foundation for the Improvement of Education, 1974. ($3.00. Resource Center on Sex Roles in Education, 1201 16th Street, N.W., Washington, D. C. 20036. 108-page paperback designed as supplemental instructional materials to assist elementary, intermediate, and secondary school teachers.)

"Together We Can." An Awareness Training Program in Sex-role Stereotyping, developed by Region XIII Education Service Center, the Southwest Educational Development Laboratory, and the Austin Women's Center, Austin, Texas, under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, Women's Educational Equity Act. Distributed by Education Development Center, 55 Chapel Street, Newton, MA 02160.